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AUTHOR Wheelock, Warren H., Ed.
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ABSTRACT

A requirement of Arizona's Migrant Teacher Institutes was the preparation of instructional resource units. Development of these units was a key element in the three-stage recommendations related to individualizing instruction in both reading and oral language. This book consists of two parts: "Room Organization: Realistic Learning Centers" and "Instructional Resource Units". Part I covers: what a learning center is; how to begin learning centers; suggested learning centers in the areas of language, math, science or health, art, music, and audio-media; and how to evaluate learning centers. Prepared by teachers and administrators who attended Migrant Summer Institutes since 1973, the six resource units are intended for the primary grades, K-3. Each unit consists of: goals, objectives, motivational activities, sub-topics, evaluation, and concluding activities. Unit topics are: self-awareness through the five senses; colors; fun with fairy tales; Arizona desert life; heritage--an awareness of peoples (American Indian, Mexican American, Black, and Anglo); primary economics; transportation; and safety. (NQ)

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LEARNING ACTIVITIES AND RESOURCE UNITS

PRIMARY K-3

INSTITUTE THEMES:

ORAL LANGUAGE
DEVELOPMENTAL READING
INDIVIDUALIZED INSTRUCTION

ARIZONA
DEPARTMENT OF EDUCATION
MRS. CAROLYN WARNER, SUPERINTENDENT

RC009794

PRIMARY K-3

The RESOURCE UNITS (Instructional Materials) in this publication were prepared by teachers and administrators who attended Migrant Summer Institutes since 1973.

Carolyn Warner
Superintendent of Public Instruction
Arizona Department of Education

Dr. J. O. "Rocky" Maynes, Jr.
Director, Migrant Child Education
Arizona Department of Education

Dr. Nicholas J. Silvaroli
Director of Reading Education
Arizona State University

Edited by Dr. Warren H. Wheelock, Director, Reading Clinic, University of Missouri, Kansas City, Missouri.

1977

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INTRODUCTION

One of the requirements of Arizona's Migrant Teacher Institutes was the preparation of Instructional Resource Units. Development of these units was one of the key elements in our three-stage recommendations related to Individualizing Instruction in both reading and oral language.

The Institutes attempted to train participants in the implementation of individualized instruction by recommending the following stages:

Room Organization: Realistic Learning Centers
Unit Themes and Committee Activities
Individual Conference and Record Keeping

Main concerns under the heading *Room Organization* consisted of establishing various Realistic Learning Centers in each classroom. These interest-work centers should consist of an art area (paper, magazines for cutting, etc.); an audiovisual area (filmstrips, records, headset for listening, etc.); a library area (paperbacks, hard cover books, etc.); a general area (reference materials, mural making, etc.) Obviously, the type of learning center will depend on teacher-pupil interests.

Unit Themes and Committee Activities were designed to build upon the interests of teachers and children. They were also designed to provide general curriculum content expectations for respective age and grade levels. For example, if a sixth grade class is expected to learn about Europe, a Unit might be selected (depending on teacher-pupil interest), to develop, in depth, one aspect of this major curriculum area. This greatly expands the traditional textbook approach.

The final recommendation was to encourage teachers to schedule *Individual Conferences* and maintain records. The Individual Conference (teacher to pupil or teacher to small group) and teacher-made records of the events taking place during the conference are by far the most important component. As the children develop a reasonable level of independence with Unit activities and the ability to function in learning centers, the teacher then has the opportunity to schedule conferences to guide the children in their learning process.

This book has two main parts: *Room Organization: Realistic Learning Centers* and *Instructional Resource Units.* It is believed that these teacher-pupil learning activities will significantly improve Migrant Education Programs.

N. Silvaroli

PART I

ROOM ORGANIZATION:

REALISTIC LEARNING CENTERS

ROOM ORGANIZATION: REALISTIC LEARNING CENTERS

WHAT IS A LEARNING CENTER

"Learning Centers" or stations, as used in a self-contained classroom, are designated areas within the room where children may go to do specific activities related to some new concept or skill reinforcement. "Interest centers" are non-academic areas where the child's imagination and interests can be explored.

Each center may have one or more activities in a related subject area. Such activities might be sequential in development or multi-level, geared to varying abilities within the class.

In self-contained classrooms, these centers are in operation for only part of the day. The remainder of the schedule is in operation for only part of the day. The remainder of the schedule is devoted to small group instruction and independent study in the upper grades. The primary grades usually use learning centers for a much shorter time each day.

Every activity at each center is basically self-selecting, self-motivating, self-pacing and self-correcting. The emphasis for learning is put on the child rather than the "all knowing" teacher.

Directions at the centers are passed to the child in the form of charts. The use of a tape recorder is beneficial to slow readers and to the child in the primary grades.

The child's responsibility is to select the center, read the chart, complete the activity, and check his own paper, making any needed corrections. The teacher's responsibility, aside from planning, is to evaluate the results of each activity.

HOW TO BEGIN LEARNING CENTERS

A good introduction to learning centers is through the use of interest centers. The children select the interest center they want to use after seatwork activities are completed. Since this system may be unfair to slow workers, the interest centers might be expanded to include reinforcement activities in curriculum areas. Until there are enough activities for each child to be occupied and still have free choice, a definite time can be allotted on the schedule allowing everyone to work at the centers.

At this point, the concept of self-selection, self-pacing and self-correction should be explained to the class. A work folder can be given to each child in order to keep completed papers together for evaluation. Once the class becomes accustomed to working at centers, a group conference can be held for evaluation of total acceptability and progress.

The next step in developing progressive centers is to introduce a sheet of required and optional activities. The children use this sheet as a guide to the centers each week. It also gives the teacher a check for evaluation and a record of the child's required activities over a period of time.

As the class becomes accustomed to working at centers, the time allowed can gradually be increased and more activities added.

Sequential centers can be developed from resource materials such as Weekly Reader, Continental Press, and Scholastic Press. Teacher-made materials can come from dictionaries and encyclopedias.

Areas other than textbook materials can be utilized in learning centers. For instance, food store ads can be used to reinforce arithmetic concepts, telephone books aid in alphabetization, and catalogs can produce order forms and check writing. Greeting cards can be used to spark interest in writing rhymes and poetry, magazine ads for critical thinking, and Sunday cartoons for reading in sequence and writing conversation. To develop listening skills, directions can be put on tape for filling in a map grid, and stories can be taped for comprehension. Many activities can be put in the form of games such as Concentration for vocabulary and Scrabble for spelling words. Rather than using a spelling text each week, individuals can be encouraged to review their own papers for misspelled words, on the basis that they will learn rather than memorize words that have meaning to them.

Science experiments from simple to complex can be taught through use of charts and tapes. The practice in following precise directions alone is a skill to be developed. Map and globe skills are readily adaptable to the learning center concept as are organizing and outlining skills. The more you begin to gear your thought toward teaching through charts, the more ideas you come up with.

SUGGESTED LEARNING CENTERS

I. LANGUAGE ACTIVITY CENTER

A. Prove-it game – Have children call out other foods. They say – munching mouth-tomato/no or munching mouth-meat/yes.

B. A-B-C order – Children put words that were written on board in alphabetical order.

C. Language Experience.

1. Each child dictates ingredients they think it takes to make marshmallows. Later they can read ingredients written on bag (or the teacher can read for lower levels).

2. Children can write poems about marshmallows.

3. Children can write about the experience of eating a marshmallow or other foods.

D. Beat-the-clock game (using teacher-made large clock) – Small group of children use the clock alone with words that were written earlier on board. Child spins and makes up sentence corresponding to numbered word on board.

Student activity can vary by:

1. telling how sentence ends;
2. telling how many syllables there are in the word;
3. telling how many vowels are in the word;
4. making up a sentence using the plural form of the word.

E. Fish – Students play fish card game. Words can be those mentioned already. You can also use other words beginning with M.

F. "M" or Food Booklet – Children cut out pictures from magazines. They may be allowed to draw them too. Labeling should be encouraged.

G. What Am I? game – This may or may not be a teacher directed activity.

1. Teacher describes a food. Child guesses.
2. Teacher describes food or consonant "m" words on tape. Child responds. After a short time, correct answer is heard. If right, child might take a turn. If wrong, the children continue to listen to tape.

H. Children may add words they learned by writing them in their own word book.

I. Children may work on worksheet from lesson No. 1 (Mr. M.)

J. Grab Box – This is a large box with opening large enough to insert hand. This box may be filled with beginning M-items, food items, etc., (masking tape, money, map, mitten, milk carton). Child inserts hand and then writes down what he picked up without seeing it.

K. Spelling – Children can spell the foods Mr. M. liked or other foods by using link letters.

L. Letter Writing – Since Mr. M. liked to eat so much, children can be directed to write a letter inviting him to their lunch. Children might write letters inviting their parents to a luncheon.

M. Days of the Week – Have children make up menus for every day of the week.

N. Cloze Technique – Using this technique, have children read a story, filling in the blanks.
Example: Mary went to the grocery store to buy some _____ and _____. She saw many _____ she liked. She looked at different _____ before she decided on buying _____ too. Mary had _____ dollars with her. Her bill came to _____ dollars.

O. Following Directions – Children are given opportunity to follow directions by making jello, popcorn, etc.

P. Learning Colors – Using plastic fruits that are numbered, child writes down the color or uses construction paper to match color.

Q. Show and Tell – Have children share what they ate for breakfast.

R. Communication Skills – Have children use the telephone. They pretend they are calling in a grocery order. Another child can record the order.

S. Role Playing – Children can play the role of a grocery clerk, customer, bag boy, etc.

T. Consonant Answerboard – Cut out twelve pictures of foods and paste on tag boards. Cut out 12 rings putting a consonant or consonant blend on each one. Student puts ring with the consonant on picture that has same beginning sound.

U. Tick-tack-toe – This can be either teacher-directed, taped, or cards can be made up with answers on back. Questions asked are about foods. Example: What kind of food is a banana? What vitamin is found in carrots? etc.

V. Developing Sight Vocabulary (for children having difficulties)
Word Shapes – Prepare a master or put list on chalkboard. One list of words, another list of shapes.

Example – milk
beets
peas
bananas

W. Word Attack Skills – Mimeographed sheet on consonants, consonant blends, etc. Words are food words.

X. Vowels

1. Mimeographed work on food words. Child is to pick out vowels.

2. Prepare box (can be used for other words) and put numbered pictures of foods. Child shops by picking out picture and telling what vowel rule applies.

Ex. 1. Short word with vowel at the end – vowel is long (he).
Ex. 2. Short word with vowel in middle – vowel is short (got).
Ex. 3. Two vowels together – first one is long, second is silent (peach).
Ex. 4. Other vowel sounds (oo, aw, al, etc.).
Ex. 5. R-controlled vowels.

Y. Telephone Directory Skills – Have children look up names of Grocery Stores in your community.

II. MATH CENTER – (from simplest to highest)

A. Have children count how many marshmallows were eaten in class.

B. Make up problems using the marshmallows in addition, subtraction, multiplication, etc., problems.

C. Play money available. Children may work out money problems.

D. In higher math, children can estimate cost of a food commodity from growing it, packaging, and processing, wholesale, retail, etc.

E. Have children use egg cartons as registers with play money. Have them learn how to make change.

F. Write the ABC's and have children number each letter. (1-26) List at least 20 food words by using numbers. The children can decode. They may also add what that word totals up to.

Ex:	Total
16 + 5 + 1 + 18 = pear	40
16 + 5 + 1 + 19 = peas	41

G. Estimating – Put beans or seeds in jars, have students count them. One closest without going over wins.

H. Clock Activity – Have children record how long it takes to cook food. Ex: Boil eggs, make popcorn, how long it takes bread to rise, etc.

III. SCIENCE OR HEALTH

A. Have different foods, pictures of foods, etc., for the following purposes.

1. Distinguishing likenesses and differences.

2. States of matter (teacher or aide can oversee this activity).
Hot plate is used to change solid to liquid or liquid to solid. Ex: Melt square of chocolate, melt marshmallow, use milk and pudding mix to make pudding.

3. Have children write a well-balanced diet.

4. Have children examine tooth model and tell why fruits are better for our teeth than sweets.

5. Have children classify foods according to sweet, bitter, salty or sour.

6. Seasons – Have children write or draw pictures of seasons along with foods customarily eaten at that time of the year
Ex: turkey–Thanksgiving; ham–Easter.

IV. ART CENTER

A. Macaroni Art – Children make pictures, pencil holders, necklaces, jewelry boxes, etc.

B. Puppets (paper bag) – May be used for a supermarket skit.

C. Student uses his name to write, cut pictures or draw pictures that represent letters in his name. Some letters won't apply.

Example

Folded Construction Paper
cut between letters

picture glued inside

B I L L

banana lemon lime

V. MUSIC – CORRELATE WITH ANY OF THE FOLLOWING AREAS.

A. Songs about foods. Ex: Creative movement while corn is popping.

B. Softness and loudness of foods.
Children react to foods that are noisy by clapping their hands. Ex: Potato chips-clap; Eating a banana-silence.

C. Ask music teacher for songs having food words.
Ex: "Don't Sit Under the Apple Tree"

VI. AUDIO-MEDIA CENTER

A. Language Master – Teacher-made language patterns with pictures of foods to correspond with sentence.

B. Books – Books at various levels dealing with foods, cooking, shopping tips, etc.

C. Films – Films relating to foods, eating habits, table manners, etc.

D. Tape Recorder – Have children record sounds made by crunching or munching foods. Ex: potato chips, popcorn, etc.

E. Filmstrips.

F. Previewers.

G. Headsets.

H. Record Player.

I. Cassette Player.

EVALUATING LEARNING CENTERS

Evaluation can be conducted in several ways. One technique is to have a work folder for each activity at the center. Completed papers are put into the folders and the teacher may collect and evaluate the papers from time to time. Care must be taken not to compare one child with another while checking the papers from one center. The advantage of this technique, however, is the instant check to insure that everyone understands the concepts of the particular activity. Seeing an individual or group who has done poorly gives the teacher an opportunity to meet and go over the activity immediately, thus reinforcing correct responses.

Another technique is to have each child carry his own work folder as he moves from center to center. Using this approach, the teacher may evaluate the folder at any time or have a conference with the child. If scheduling can be worked out, conferences are very worthwhile in setting individual goals and giving each child the responsibility for keeping his own work neatly together.

A sign-up system at each center can be used where a child signs his name and marks which activity he has completed. In this way a check of who has been to each center can be kept.

We have found that the high achiever in a regular classroom situation is not always a high achiever in learning centers. Children become so accustomed to having everything planned for them and everything explained to them, that the sudden freedom of choice and shift of responsibility takes time for adjustment.

In another case, you may have a slower student, in the traditional setting, falling into the learning centers with such enthusiasm that he may surpass his previous work. The freedom of movement alone gives the students incentive to learn, ability to work in pairs or small groups; and to come up with correct responses gives them added encouragement.

Laziness is easy to spot, and here conferences are used to help the child set personal goals that are within his capabilities. Not all children are going to use learning centers to their best advantage, yet not all children gain each day in a traditional classroom. Close supervision, weekly conferences and small group or entire class discussions on how to improve the centers and some children's use of them eventually brings peer group willingness to try for the best. It takes time, but is well worthwhile.

Once the teacher is comfortable with learning centers, the real benefits begin. To see a child who has previously been lackadasical concerning school, come to school on days when he is ill points out the need for interesting classrooms. Seeing children working together in small groups cooperatively and fairly, is seeing the values we often give lip service to being utilized. Seeing the bright light of sudden understanding appear behind troubled eyes is a reward teachers can and do understand. I am not trying to say that these things never occur in a traditional classroom, only that they seem to be multiplied as a result of creative learning.

INSTRUCTIONAL RESOURCE UNITS

A TEACHER'S GUIDE

Warren H. Wheelock, Ed.D.
Director, Reading Clinic
University of Missouri – Kansas City

The Unit is a series of planned, coordinated experiences organized around a central theme or problem. Basically, there are two unit types:

a. *The Teaching Unit:* The teaching unit is composed of purposeful, related activities organized around aspects of everyday living *significant* to the child. It provides for the integration of learning related to many curriculum areas.

b. *The Resource Unit:* The Resource Unit is a collection of suggested teaching and learning experiences and materials organized around a selected topic or area.

The basic difference between a Teaching Unit and a Resource Unit is one of anticipation or pre-planning. The teacher who has been doing Unit Teaching for several years may have completed two or three Teaching Units and may realize that these continue to be relevant and is using them again – perhaps in a slightly modified form. Nevertheless, the teacher has collected materials and ideas and has sources of information, etc., which can still be used. When this happens, you have a Resource Unit. Or, the teacher may have certain areas in the curriculum that must be covered and then may prepare Resource Units to fill these needs.

The six Resource Units in this publication are organized as follows:

Areas	Comments
I. GOALS	Participants were asked to include several nonmeasurable goal statements. Basically, these statements deal with overall concerns of the Unit.
II. OBJECTIVES	In some instances the objectives are stated in measurable (behavioral) terms. In other instances the objectives are specific but not easy to measure. When developing objectives, participants were urged to establish reasonable outcomes rather than be concerned with a comprehensive series of accurately measured objectives.
III. MOTIVATION	Participants were asked to include specific teacher-directed motivational activities to introduce the Unit. These activities should also be sure to create interest in the Unit.
IV. COMMITTEE AND GROUP WORK	Each Unit presents specific sub-topics which are directly related to the main Unit theme. For example, in the Unit on Japan, under the sub-topic Japanese Art, the participants listed types of art; i.e., calligraphy, Oragami, flower arranging, etc. This was done because it is believed that students need specific guidance and assistance. What art form students select; how they decide to approach the topic; etc., should be the students' concern. However, providing them with realistic alternatives should be the teacher's main concern.
V. EVALUATION	Brief Pre- Post-measures are included in each Unit.
VI. CONCLUDING ACTIVITY	These activities are designed to close the total Unit.

PART II

INSTRUCTIONAL RESOURCE UNITS

PRIMARY K-3

KINDERGARTEN LEVEL

SELF-AWARENESS THROUGH THE FIVE SENSES

A READINESS UNIT

Committee:

Dorothy Nichols, El Mirage, Dysart
Marcy Kuamoo, Frank, Tempe
Martha Flores, Litchfield Park
Lavon Dillon, Lincoln, Nogales
Pat Davenport, El Mirage, Dysart

FOURTH ANNUAL MIGRANT INSTITUTE – 1973

SELF-AWARENESS THROUGH THE FIVE SENSES

A Readiness Unit

OBJECTIVES

A. To provide activities to make children aware of their five senses and how we learn by using them.

B. To develop the basic English vocabulary describing the five senses and their functions.

C. Understand each of the specific sense organs to introduce concepts as listed and to evaluate individual progress in understanding these concepts.

SUB-TOPIC AREAS

A. **Introductory Language Activity (everyday activity)**

1. Materials needed: Flannelboard and large flannel Happy Face with movable eyes, ears, nose and mouth of contrasting flannel. Also a left hand (red flannel) and a right hand (green flannel).

2. Teacher models each pattern and puts the correct sense organ on the Happy Face. Children repeat: 1) group, 2) small group, 3) individually.

   "With my eyes I see." "With my ears I hear."

   "With my nose I smell." "With my mouth I talk."

   "With my hands I touch."

3. After practice, the children can put one of the sense organs on the flannelboard and tell function.

4. Substitution drills:

   T: With my eyes _____ _____ _____. (Children finish sentence)

   T: I can see _____ _____ _____. (Children finish sentence)

(Face can be changed to express sadness, anger, etc., by changing the movables or adding some.)

B. **Ears**

1. Basic language pattern and concept. "With my ears I hear."

2. Concepts: loud and soft, high and low (musical), fast and slow, same and different; developing listening skills, new vocabulary, hearing spoken English, learning group participation.

3. Activities:

a. **Listening Box** – Large decorated box with hole in side for children to reach in. Supply the noisemakers such as bell, squeak toy, rattle, jingle bells, cricket, maracas, etc. Start with one toy, have one child manipulate it and another tell what it is. Then go to two toys, and two different sounds. The child can choose to make one sound two times and another child must tell him it is the same. Person telling the noise, gets the next turn. Finally, all the noisemakers can be put into the box to make guessing more difficult and discriminating.

May also be played as a group response activity with children clapping if the noise is the same and remaining quiet if the noises are different.

b. **Listening Cans** – Each child covers a beverage can with paper and decorates. Two sets of cans are filled with noise making material such as sand, rocks, cereal, beans, marbles, etc. A similar game to Listening Box can be played reinforcing same-different concept. (Can also be used later for heavy-light concept.)

c. **Animal Sounds** – Children take turns making an animal sound, such as "Meow." Another child guesses and if correct, takes his turn. Cue pictures of animals can be used if necessary.

d. **Tape Recorder** – Make a tape of sounds of school: bell, children playing, singing, responding when teacher calls the roll, getting a drink, etc. Children can guess as a group or individually what the sounds are. (Other sound types might be household, transportation, quiet.)

e. **Loud-Soft** – Noises can be compared with two very different size bells, Papa Bear's voice and Baby Bear's voice, a large dog's bark and a tiny dogs bark, a child shouting and a small baby crying. These could be taped at first, then have children mimic.

f. **Singing** – On hand signals from the teacher, the children could sing parts of a well known song loud and then parts soft; or part of the room could sing the song loud and afterwards, the rest of the room could sing the song soft.

An action song such as "The Wheels On the Bus" could be sung very fast and then very slowly.

g. A simple relay race of any type can be played at recess, emphasizing that the team that runs fastest will win.

h. **Taped Song** – Make a cassette of Old MacDonald Had a Farm and exaggerate the soprano "r-rr-rr" of the rooster and the bass "moo" of the cow. A small group listens and when the animal sound is high they stretch high on tiptoe and when the sound is low they stoop low. This group can teach the next group how to play.

i. **Listening Walk** – Class takes a listening walk. Teacher can carry a tape recorder to record spontaneous observations. After returning to the room either individual or group pictures and comments can be done. The tape recorder is used for cues.

j. **Listening Post** – Storybook and cassette to be listened to with earphones.

k. **Language Master Cards** – Teacher made language patterns with pictures of each sense organ to correspond with sentence.

l. **Beginning Consonant Auditory Practice** – The following consonants are almost equivalent in English and Spanish: M, S, F, hard G, K (Spanish hard C), H (Spanish J), N, Y, B*, P*.
(*much more explosive in English than Spanish)

Teacher: Maria (pause) Mama /// Milk (pause) Girl
if the two words begin with the sound, the children clap their hands.

4. Media:

Books – Borten, Helen. *Do You Hear What I Hear?* Abelard-Schumann. London.

Garelock, May. *Sounds of a Summer Night.* Scott. New York.

Wolff, Janet. *Let's Imagine Sounds.* E. P. Dutton Co., Inc. New York.

Weirr, Ruth Crowder. *The Great Big Noise Book.* Wilcox and Follett Co., Chicago.

Alexander, Anne. *Noise in the Night.* Rand McNally & Co., New York.

Films – *Loud Sounds, Soft Sounds* (11 min.) K-3, Phoenix District No. 1 Cat. FC-0890.

Hear Now (10 min.) K-3, Phoenix District No. 1 Cat. FC-0470.

Learning With Your Ears (11 min.) K-3, Dysart District Cat. 452.

Our Wonderful Ears and Their Care (11 min.) K-3 Dysart District Cat. 82.

C. Mouth

1. "With my mouth I talk."

2. Concepts: open and close; vocabulary and language pattern development.

3. Activities:

   a. Have children bring things to school for *Show & Tell.*

   b. Let each child tell his favorite story.

   c. Read "The Three Little Pigs" to the group, but let the children discuss and decide on the ending.

   d. Play game, "Simon Says," having different children direct the activity.

4. "With my mouth I taste."

5. Concepts: hot and cold, sweet and sour, salty, bitter.

6. Activities:

   a. Have sugar and salt in separate containers. Have each child guess which is which; then have him taste each one.

   b. Have children draw picture of favorite food and tell group about it.

   c. Have half the group make hot cocoa and the other half make cold cereal; then have them taste each one and talk about the difference.

   d. Have small containers with sugar, salt, vinegar, instant powdered tea and some toothpicks. Then have children rotate in groups dipping toothpicks into each container and discussing what taste it is.

7. Media:

   Books – Crosy, Newell, Bonsall. *Tell Me Some More.*

   The Three Little Pigs.

   Dr. Seuss. Scrambled Eggs Super! Random House, New York.

   Stevenson, James Walker. *If I Owned A Candy Store.*

   Shortall, Leonard. *John and His Thumbs.*

   Zion, Gene. *The Sugar Mouse Cake.*

   Lewis, Clara J. *I Love Sprink.*

   Schkin, Mirian. *The Little Red Nose.*

D. **Hands**

1. "With my hands I touch."

2. Concepts: hot and cold, wet and dry, rough and smooth, hard and soft, same and different, heavy and light.

3. Activities:

   a. Grab-bag – put some smooth and some rough things into bag. Children take turns picking out and discussing how something feels. (Ex: sandpaper, satin ribbon, plastic tile, rough rock, etc.)

   b. Three Bag Guess – In each of three bags put an apple, orange and tennis ball. Elicit responses from individual child as to how it feels, are they different, etc. Child whispers his guess on what is in each bag. At the end of the game cut the fruit in bite sized pieces and eat.

   c. Have each child touch a wet cloth and then a dry cloth for comparison. Ask children to name all the wet and dry things they can think of. (rain, lake, paper towel, sand, etc.)

   d. Have a pan with cold water and a pan with hot water and let children put their hands in each. Let children find pictures of hot and cold objects to put on a Hot Bulletin Board and a Cold Bulletin Board.

   e. Show children a pillow and a brick and have them lift each. Ask them to bring objects to school that are hard and soft and then have them compare if they are heavy or light.

   f. Same and different can be built into each activity by manipulation.

4. Media:

   Books – Webber, Irma. *Up Above and Down Below.* Wm. R. Scott, Inc.

   Showers, Paul. *Find Out By Touching.*

   Shapp, Martha and Chas. *Let's Find Out About Our Senses.* Franklin Watts, Inc., New York.

   Steiner, Charlotte. *My Bunny Feels Soft.* A. A. Knopf, New York.

   Films – *Cold.* (11 min.) (Gr. 1-6) Phoenix District No. 1 Cat. FC-0910.

E. **Eyes**

1. "With my eyes I can see."

2. Concepts: Big and Little, in and out, up and down, under and over, same and different, beginning and end, color recognition and name, shape recognition and name, to see how people feel, to learn to be observant of nature.

3. Activities:

   a. Collect big and little objects (boxes, balls, bowls, etc.) Have group sort and tell another group why they are sorted in this way. Draw little circles and big circles.

   b. Packing Crates Game: Have children take turns following directions and the rest of the group telling what they did. "Pat went in." "Pat came out," etc.

   c. On the playground, play in-out game with tunnel or circle of children with hands clasped.

   d. With manipulative materials and a container, let one child give directions to another on putting in some article and taking out another, etc.

   e. Play "Simon Says," using directions such as: stand up, sit down. Put your right hand up. Hold up your crayon, etc.

   f. Using five classroom articles on table, let individuals follow directions, such as: "Put the paper under the pencil." Can be made more difficult by using three articles (under, over, beside).

   g. Jump rope game – Hop over the rope. Crawl under the rope, etc.

   h. Have a group, or individual, sort plastic geometric shapes and tell how they did it. (Could be by color or shape, or both.)

   i. Color Fish game – Each child takes a turn fishing a color out of a box and matching with the balloons on the bulletin board and naming the color. (Fishhook – magnet; put paper clip on each paper balloon in the box.)

   j. Write words in large letters, or write children's names and ask where you started to write. Have children observe until they can tell you where you began. Then teach "This is the beginning." Have children practice showing and telling the beginning. (The end can be taught in the same way when beginning is mastered.)

   k. Using grossly different and very large numerals, have children tell if two numbers are the same or different. Keep score by groups for a little zest if desired.

   l. Have a "Red" day. Write with red crayon. Let children wearing red be the helpers that day. Sing a red song. Have children in one group make a book of red objects to show the rest of the class.

m. Make circles, squares, triangles in the air, from clay, from string: Using old lids, let children draw circle things: balloons, faces, flowers, clocks, etc.) Let another group use little square boxes of different sizes to make square objects.

n. Matching Emotions: Have children look into mirror and make a face. (happy, sad, funny, angry, etc.) Then make with yarn on a flannel board how your face looked and show to group.

o. Take a nature walk and look for everything: grasshoppers, flowers, grass, trees, rocks, etc. Then discuss what you saw and draw pictures for a bulletin board and/or write experience story as a group.

4. Media:

Books – Krauss, Ruth. *The Big World & The Little House.* Harper & Bros.

Berenstain, Stan & Jan. *Outside, Upside Down.* Random House.

Sharp, Charles. *Let's Find Out What's Big & What's Small.* Watts. Co.

Shapur, Frodum. *Round and Round and Square.* Abelard-Shuman.

The Sesame Street Book of Shapes. Lifetime Books. Little, Brown & Co.

Ungerer, Tomi. *Snail, Where Are You?* Harper. 1962

Films – *You & Your Eyes. Jiminy Cricket.* Phoenix District No. 1 FS-1744.

Your Eyes..(Gr. 3-7) Phoenix District No. 1 F-0120.

Learning With Your Eyes (11 min.) Dysart District Cat. 453.

Our Wonderful Eyes & Their Care (11 min.) Dysart District Cat. 83.

Creating With Color. (11 min.) Dysart District Cat. 2000

How Little, How Big. (10 min.) Dysart District Cat. 309

F. General

1. Activities:

Hunt – (can be used for each sense individually or two or more together)

Children go on a yard hunt to find two things that make noise (crinkled candy wrapper, etc.), two things that smell (leaf from citrus, orange peel, etc.), two things that feel rough or smooth, etc. Bring back class and make collage of items found, using all the senses, or divide into separate senses and make several collages.

Make Popcorn – Have children feel popcorn before cooking, smell, hear, taste, and see how different it looks after cooking. Committees can take care of cooking, serving, and cleaning up afterwards.

Pasting Activity – (can be done for different senses or all at one time.) Look through magazines and cut out pictures of all kinds of eyes, noses, ears, mouths and hands. Paste a collage of eyes, of ears, of hands, of noses, and of mouths and then discuss how different or how alike they are. Also color, size, etc., can be brought into the discussion.

2. Media:

Books – Aliki. *My Five Senses.* Thomas Y. Crowell Co.

Films – *Learning With Your Senses.* (11 min.) Dysart District Cat. 454.

Walking Home From School. (11 min.) Dysart District Cat. No. 8.

Pictures – *Getting to Know Me.* McGraw Hill. (large photographs with discussion suggestions on the back) WACOP Media Center, Glendale.

3. Evaluation:

Under each separate sense, there are many activities that would serve well as an evaluation if the teacher observed with note pad and pencil in hand and recorded individual progress with the concepts.

For the overall language and sense function concept, the following types of statements might be asked of the individual children.

a. You come home from school and mama is baking a cake. Without seeing the cake, how do you know?

b. Juan has on a yellow shirt today. How do you know?

c. Children are playing outside our room at school. The door is shut and there are no windows on that side. How do you know?

d. How do you know a lemon is sour?

e. It is very hot outside. How do you know?

f. The iron is hot. How do you know?

COLORS

EARLY PRIMARY

Committee:
June 25, 1975

Gina Alcocer, Avondale
Connie Arvizu, Tolleson
Charlotte Brunstein, Yuma No. 1
Eloise Chance, Maricopa
Dixie Franklin, Maricopa
Bobbie Honeycut, Maricopa
Carmen Taylor, Litchfield

Committee:
June 25, 1976

Juanita Baker, Somerton
Ruth Diaz, Peoria
Rita Fisher, Tolleson High
Becky Limas, Somerton
Maria A. Ortega, Somerton

COLORS

SUGGESTED LEVEL: EARLY PRIMARY

I. GOAL

To make children aware of different colors found in their world and to be able to apply the use of colors.

II. OBJECTIVES

Identify the colors and color words for red, yellow, blue, orange, green, purple, black, brown, gray, and white.

III. MOTIVATION

A. Favorite color day – children will come to school in their favorite color.

B. Read the story, *What Is The Color Of the Wide, Wide World?* by Margaret Friskey.

C. Take a "color walk" – discuss things seen and the color. Draw a picture of favorite part of the walk.

IV. SUGGESTED ACTIVITIES

A. Cooking (Standard recipes found in common cookbooks)

1. Kool-Aid
2. Jello
3. Puddings
4. Ice Cream
5. Icings
6. Snow Cones
7. Cookies (use food coloring in recipe)
8. Popcorn Balls (use food coloring in mixture)

B. Art

1. Collage
2. Finger Painting
3. Color Worksheets

4. Clay, playdough, salt-flour-clay* – see recipe
5. Murals
6. Tissue paper art
7. Mix colors–use color paddles, food coloring or tempera paint to discover new shades of color
8. Make color book
9. Colored bubbles – use food coloring and dish soap or commercial
10. Colored sand paintings or colored cornmeal
11. Colored beans and macaroni
12. Colored rocks or pebbles
13. Colored yarn or string pictures
14. Straw blowing with paint
15. Stained glass window
16. Torn paper pictures (no scissors allowed)
17. Scribble drawings (use black color to outline – fill in using basic colors)
18. Illustrate rhyming couplets from language section

C. Games

1. String beads or macaroni by colors
2. Red light – Green light
3. Color lacing game
4. Color puzzles
5. Simon says
6. Color Lotto or Color Bingo
7. Color wheel matching game
8. I Spy
9. The Color Train Game
10. Color, Match, Build (Teaching Tools)
11. Blockhead
12. Pogo the Clown
13. Make color flash cards
14. Play Color Concentration

SALT FLOUR CLAY RECIPE*

3 cups flour
1 cup salt
Water until right consistency

Method: For best results, add coloring with flour and salt before adding water.

D. Math

1. Cuisenaire-Gattegno Rods
2. Collection of miscellaneous objects in the colors to be learned
3. Linear measurements
   a. ribbons
   b. strings
   c. sticks
   d. shoe laces
4. Practice numbers and number words in a specific color
5. Color/Number/Word Magic (Teaching Tools)
6. Parquetry Blocks (Teaching Tools)
7. Colored Pegs (Teaching Tools)
8. Plastic Counters (Teaching Tools)
9. Draw a given number of objects in a specific color

E. Language

1. Trace and practice writing color names
2. Child will dictate how a given color makes him/her feel. Place on large wall chart.
3. Child will dictate stories and poems about various colors.
4. Child will choose a picture, name the item and tell the class one other object that is the same color.
5. Listening center with taped directions for completing a color ditto.
6. Dramatization "How Colors Make Us Feel".
7. Rock Kit activities – A40, A41.
8. Dramatization – policeman and traffic lights.
9. Child will dictate sentences using a color word and teacher will write it on a large paper chart.
10. Give child specific color, name one other object or thing in his environment which is the same color.
11. Choose a completed art project and tell about the picture.
12. Use color charts and color words written in black and have child match color and word.
13. Make charts of rhyming couplets or write on chalk board – children complete orally with color words and teacher writes in answer. Example: "Mother's bowls look like lemon jello. They're a very pretty *(yellow)*."

F. Bulletin boards and flannel board related to color unit.

V. EVALUATION (pre and post)

Given a box containing red, yellow, blue, orange, green, purple, black, brown, gray, and white objects, the child will be able to identify each color by name. For lower primary, the child will be able to identify color words.

RESOURCES

BOOKS AND POEMS

1. *A Rainbow of My Own*, Freeman, Don
2. *Red is for Apples*, Hoffmann, Beth Greiner
3. *What is the Color of the Wide, Wide World?*, Friskey, Margaret
4. *Little Blue and Little Yellow*, Lionni, Leo
5. *Color Kittens*, Brown, Margaret Wise
6. *Hello Yellow*, Wolff, Robert J.
7. *The Apple Book*, Martin, Dick
8. *Let's Find Out About Color*, Campbell, Ann
9. *All for Fall*, Kessler, E. L.
10. *Orange is a Color*, Lerner, Sharon
11. *Light and Color*, Lowery, L. F.
12. *The Big Yellow Balloon*, Fenton, Edward
13. *Laurie and the Yellow Curtains*, Asheron, S.
14. *Brown Cow Farm*, Ipcar, Dahlov
15. *Dark as a Shadow*, Lowery, L.
16. *Big Red Bus*, Kessler, Ethel
17. *The Gray Ghosts of Gothas*, Oetting, Oddo Pub.
18. *The Snowy Day*, Keats, Ezra J.
19. *Paint A Rainbow*, Hawkinson, John
20. *Green Eggs and Ham*, Seuss, Dr.
21. *The Simple Pink Bubble that Ended the Trouble with Jonathan Bubble*, Utz, Lois
22. *Light and Color (I Wonder Why Reader)*, Lowery, L. F.
23. *Look and See*, Lowery, L. F. and Carr, Albert
24. *Clouds*, Cheryl
25. *A Plastic Rainbow*, Allen, Claryce
26. *What Is Pink?*, Rossetti, Christina

RESOURCES

MUSIC

1. Hap Palmer – Learning Basic Skills through Music, Volume I
2. Colors 940, LP Record
3. Parade of Colors, LP Record
4. De Colores, Calexico High School Music Department, Calexico, California

FILMSTRIPS

1. The Blue Balloon* (FS and Cassette), Coronet
2. The Green Caterpillar* (FS and Cassette), Coronet
3. The Orange Pumpkins* (FS and Cassette), Coronet
4. The Red Car* (FS and Cassette), Coronet
5. The Yellow Bird* (FS and Cassette), Coronet
6. The Purple Flower* (FS and Cassette), Coronet
7. Color (FS and Record), McGraw-Hill
8. Color, Shape and Size (FS, Record and Cassette), McGraw-Hill
9. Once Upon a Color (FS and Cassette), Eyegate
10. The Hue Story (FS, Record and Cassette), Random House
11. Printing with Words (FS 7624), Dysart Library
12. Finger Painting (FS 4), Dysart Library

**Denotes availability in Spanish*

RESOURCES

FILMS

1. Counting in Colors, L. A. Elementary MODULE I, Somerton
2. Green Eyes, Golden Book Films, Somerton
3. Colors All Around Us, ACI Media, Inc.
4. Color in Art, Educational Projections Corporation
5. Plastophobia, Somerton Library
6. How the Mole Got His Trousers, Somerton Library
7. Creating With Color, Dysart Film Catalog
8. Color For Beginners, Dysart Film Catalog
9. Crayons, Dysart Film Catalog
10. The Dot, Dysart Film Catalog

TEACHER RESOURCE MATERIALS

1. Color Cats (charts), Teaching Tools
2. Color Charts, Teaching Tools
3. Balloon Man Puzzle, Teaching Tools
4. Basic Colors and Color Word Kit, Educ. Corp. of America
5. Exploring Primary Concepts Materials, Random House
6. Reading Readiness – Color Recognition, Milton Bradley

RESOURCES

SUPPLY COMPANIES

1. Film Associates
   11559 Santa Monica Boulevard
   Los Angeles, California

2. International Communications Films
   c/o Educational Materials Company
   2717 West Campbell
   Phoenix, Arizona 85017

3. Howard's Audio Visual
   3380 West Osborn
   Phoenix, Arizona 85017

4. Teaching Tools
   3401 North 35th Avenue
   Phoenix, Arizona

5. ACI Media, Inc.
   35 West 45th Street
   New York, New York 10036

6. Educational Projections Corporation
   3070 Lake Terrace
   Glenview, Illinois 60025

7. Random House, Inc.
   Department N'5A
   400 Hahn Road
   Westminster, Maryland 21157

8. Eyegate
   559 North Fraser Drive
   Mesa, Arizona 85203
   (602) 969-5704

PRIMARY LEVEL

FIRST TO THIRD GRADE

FUN WITH FAIRY TALES

A unit for kindergarten to second grade

Stevens Burns, Coolidge
Doris Conrad, Coolidge
Kevin Hooton, Florence
Diana King, Avondale
Sheri Towner, Buckeye

FOURTH ANNUAL MIGRANT INSTITUTE – 1973

FUN WITH FAIRY TALES

A Unit for Kindergarten to Second Grade

I. GOALS

A. To expose children to a variety of fairy tales.

B. To explain what a fairy tale is.

C. To show the difference between real life and fantasy.

D. To compare characters and themes in familiar fairy tales.

E. To understand that sequence is important in fairy tales.

II. OBJECTIVES

A. The child will be able to name five fairy tales.

B. The child will be able to retell in sequence a fairy tale of his choice in his own words.

C. The child will identify nine out of ten pictures as being real life or fairy tale.

D. After listening to a story, the child will be able to state whether the story is real life or fairy tale.

E. The child will be able to identify a theme in three different fairy tales.

III. MOTIVATION

A. There will be a bulletin board depicting several fairy tale characters.

B. The teacher will come in dressed as a fairy tale character and then present the fairy tale story orally or in a filmstrip.

C. The teacher will present a fairy tale through puppets.

D. The teacher will present a filmstrip or illustrated fairy tale as an introduction.

IV. POSSIBLE COMMITTEES

A. Kindergarten

1. The Three Little Pigs

2. The Three Bears

3. The Billy Goats Gruff
4. Little Red Riding Hood
5. The Gingerbread Man
6. The Boy Who Cried Wolf
7. The Little Engine That Could
8. Chicken Little

B. First Grade

1. The Three Little Pigs
2. The Billy Goats Gruff
3. Jack and the Beanstalk
4. Hansel and Gretel
5. The Ant and the Grasshopper
6. The Ugly Duckling
7. The Gingerbread Man
8. The Little Red Hen
9. Chicken Little
10. The Boy Who Cried Wolf
11. The Little Engine That Could

C. Second Grade

1. Snow White and the Seven Dwarfs
2. Cinderella
3. Sleeping Beauty
4. Rapunzel
5. Rumpelstiltskin
6. Thumbelina
7. Puss 'n Boots

8. Lazy Jack
9. The Elves and the Shoemaker
10. The Frog Prince
11. Pinocchio

V. ACTIVITIES IN SMALL GROUPS

A. Draw or paint pictures.

B. Make murals.

C. Make paper bag or stick puppets to use in a puppet show.

D. Make clay models.

E. Cut and paste ditto pictures (from coloring books) to make the story.

F. Make paper mache characters or masks.

G. Make transparencies.

H. View films and filmstrips.

I. Look and read, when possible, illustrated fairy tale books.

J. Make bulletin boards.

K. Listen to records and cassettes (some with filmstrips or books).

L. Record the children telling the fairy tales in their own words.

M. Use pictures and stories to discuss the difference between real life and fantasy.

N. The child will dictate his story of the picture he has made to the teacher and the teacher will write it for him.

O. Use the flannelgraph to tell the story with characters that the children have made – or the children can tell the story.

P. Dramatize fairy tales.

Q. Take a field trip to the Wax Museum to see the fairy tale exhibit. (5555 West Van Buren, Phoenix; 273-1368)

R. Make your own dramatized film.

S. Listen to fairy tales.

T. The children will make their own books of fairy tales to take home.

U. There will be a large book of illustrations and stories made by the children to keep in the room.

VI. EVALUATION (pre and post)

A. The child will pick out the pictures of fairy tales when shown ten pictures, some of which are fairy tales and the others real life.

B. Read a real life story and a fairy tale (one that they are not familiar with) and let the child pick out the fairy tale and give reasons that it is a fairy tale.

C. The children will fulfill the behavioral objectives pertaining to their grade level as stated in section II.

VII. SUGGESTED PROCEDURES

A. Introduce the children to the fairy tales for their level in an overview manner.

B. List the fairy tales on the board and let the children sign up to find out more about the fairy tale of their choice.

C. Briefly acquaint the children with the set of suggested activities that they can choose from to work in their groups.

RESOURCES

Flo = Florence Library

Wes = Westinghouse Learning Directory (ASU – IRL Lab)

Avon = Avondale

I. RECORDS

A.	Fairy Tale Favorites Vol. 1, 2	CMS	Wes
B.	Fairy Tales in Music Vol. 3	DEMCO	Wes
C.	Fairy Tales in Music	Bowmar	Wes
D.	Fairy Tales – a series	EDRECS	Wes
E.	Fairy Tales – a series	LEART	Wes

II. CASSETTES

A.	The Boy Who Cried Wolf	Wes
B.	Cinderella	Flo, Avon, Wes
C.	Lazy Jack	Wes
D.	Little Red Riding Hood	Flo, Wes
E.	Mr. Vinegar	Wes
F.	The Three Little Pigs	Avon, Wes
G.	Thumbelina	Flo, Avon, Wes
H.	The Ugly Duckling	Flo, Wes

III. FLANNELGRAPH

A.	The Three Little Pigs	Avon
B.	The Three Bears	Avon
C.	Little Red Riding Hood	Avon
D.	Jack and the Beanstalk	Avon
E.	The Billy Goats Gruff	Avon

F.	The Gingerbread Man	Avon

IV. FILMS

A.	The Three Little Pigs	Flo
B.	The Little Red Hen	Flo
C.	El Patito Feo (The Ugly Duckling)	Flo
D.	Rumpelstiltskin	Wes
E.	Sleeping Beauty	Wes
F.	Goldilocks and the Three Bears	Wes
G.	Puss 'n Boots	Wes
H.	The Elves and the Showmaker	Wes
I.	Cinderella	Wes
J.	The Frog Prince	Wes
K.	The Grasshopper and the Ant	Wes
L.	Hansel and Gretel	Wes
M.	Jack and the Beanstalk	Wes
N.	Thumbelina	Wes

V. FILMSTRIPS

A.	Chicken Little	Wes
B.	Cinderella	Flo, Wes
C.	Hansel and Gretel	Wes. Avon
D.	Little Red Riding Hood	Flo, Avon, Wes
E.	Jack and the Beanstalk	Wes
F.	Pinocchio	Flo, Wes
G.	Puss 'n Boots	Wes
H.	Rapunzel	Flo, Avon, Wes
I.	Rumpelstiltskin	Flo, Avon, Wes

J.	Sleeping Beauty	Flo, Avon, Wes
K.	Snow White and the Seven Dwarfs	Flo, Wes
L.	The Three Billy Goats Gruff	Flo, Avon, Wes
M.	The Elves and the Shoemaker	Flo, Wes
N.	The Frog Prince	Flo, Wes
O.	The Gingerbread Man	Flo, Avon, Wes
P.	The Little Engine that Could	Flo, Wes
Q.	The Three Bears	Flo, Wes
R.	The Three Little Pigs	Wes
S.	The Ugly Duckling	Flo, Wes
T.	Thumbelina	Flo, Wes

Collections of Filmstrips

aa.	Folk Tales and Fairy Tales	Flo
bb.	Folk Tales and Fairy Tales from Many Lands	Flo
cc.	Children's Fairy Tales, Series 6	Wes
dd.	Our Children's Heritage Series A, B, D, E, F	Wes
ee.	Spoken Arts Treasury of Fairy Tales	Wes
ff.	Fairy Tale Classics, Set 1, 2	Wes
gg.	Hans Christian Andersen Fairy Tales	Wes
hh.	Tales from Grimm and Anderson	Wes
ii.	Anderson's Fairy Tales	Wes

VI. BOOKS – TEACHER

A.	Andersen's Fairy Tales	
B.	Grimm's Fairy Tales	
C.	Story and Verse for Children	Miriam Blanton Huber

D.	American Folk and Fairy Tales	Rachel Field
E.	The Blue Fairy Book	Andrew Lang
F.	The Red Fairy Book	Andrew Lang
G.	Better Homes and Gardens Storybook	O'Connor
H.	Easy Puppets	Gertrude Pels
I.	More Paper Bag Puppets (ASU Bookstore $1.75)	DeAtna M. Williams
J.	Westinghouse Learning Directory	IRL Lab at ASU
K.	Fairy Tale Coloring Books	Fed-Mart, Grants, K-Mart

VII. BOOKS – CHILDREN

A.	Brownies Hush	Adshead, Gladys
B.	Harold's Fairy Tale	Johnson, Crockett
C.	Sven's Bridge	Lobel, Anita
D.	The Little Giant Girl and the Elf Boy	Mirrarch, Elsa
E.	The Big Green Book	Graves, Robert
F.	Cinderella at the Ball	Hillert
G.	The Magic Beans	Hillert
H.	The Three Bears	Hillert
I.	The Three Billy Goats Gruff	Hillert
J.	The Three Little Pigs	Hillert

VIII. SONGS FOR SINGING OR LISTENING FROM THE "ROCK KIT"

A.	Little Red Hen	Orange Label Record	S23
B.	Jack and the Beanstalk	Purple Label Record	S37
C.	Three Little Pigs	Blue Label Record	S45
D.	Gingerbread Man	Green Label Record	S47

E.	Three Billy Goats Gruff	Green Label Record	S50
F.	Goldilocks	Purple Label Record	S52
G.	Red Riding Hood	Purple Label Record	S58
H.	Big Bad Wolf	Purple Label Record	S59
I.	Peter Rabbit	Green Label Record	S61
J.	Hansel and Gretel	Purple Label Record	S67
K.	The Boy and His Goats	Purple Label Record	S71

ARIZONA DESERT LIFE

Genny Lambe – Dateland Elementary School
Jennie Permar – Wellton Elementary School
Dena Martin – Florence Elementary School
Velma Walker – Stanfield Elementary School

Unit Grade Level
Second – Fourth

FOURTH ANNUAL MIGRANT INSTITUTE 1973

ARIZONA DESERT LIFE

(Suggested Grades 2-4)

I. GOALS

A. To give the student a deeper knowledge and appreciation of Arizona Desert Plants and Animals.

B. To build a workable relationship between the student and his environment.

C. To provide learning situations so that students can develop skills for finding reference materials.

II. OBJECTIVES

A. The student will be able to identify a minimum of five plants and animals that live on the desert.

B. The student will be able to work on a project in small groups.

C. The student shall be able to use reference skills in locating specific materials.

III. SUGGESTED MOTIVATION

A. Bring a prickly pear and/or miniature barrel cactus (break off flat stem) to school and plant it.

B. Purchase some prickly pear jelly and/or cactus candy for the children to taste.

C. Have students bring desert plants to plant.

D. Sculpture animals from clay.

IV. SUGGESTED GROUPS OR COMMITTEE

A. Plants or Trees

1. Trees

a. Cedar

b. Mesquite

c. Ironwood

d. Greasewood

e. Palo Verde

2. Cacti

   a. Prickly Pear

   b. Sahuaro

   c. Cholla

   d. Barrel

   e. Organ Pipe

   f. Ocotillo

B. Animals

1. Mammals

   a. Javelina

   b. Coyote

   c. Kangaroo Rat

   d. Prairie Dog

2. Reptiles

   a. Gila Monster

   b. Snakes

3. Birds

   a. Roadrunner

   b. Cactus Wren

   c. Owl

   d. Hawk

V. SUGGESTED ACTIVITIES

A. Make a mural, using most any medium, showing the desert life.

B. Encourage children to write their own original stories about desert plants.

C. Duplicate pictures of plants to color, then make booklets with their stories and pictures in them.

D. Let children make a bulletin board with their illustrations and stories of the desert.

E. Bring in some beans and blossoms from mesquite trees. Let the children find out why cattle and bees like the mesquite tree.

F. Have children tell what the word "century" means. Then let them find out why the century plant dies when the blossoms appear.

G. Bring in small piece of ironwood and let the children examine it. Bring in small piece of creasote bush to be examined. Discuss differences between a bush and a tree.

H. Encourage children to paint or draw pictures about the desert.

I. Let children collect pictures of the desert relating to their unit.

J. Compare one kind of animal or plant with another for differences and likenesses.

K. Help children create a poem about a particular animal or plant.

L. Have children draw their favorite plant or animal of the desert and name its various parts.

M. Read stories and books about desert life and make written or oral reports.

N. Make charts and graphs showing interesting things about various desert life.

O. Model the desert creatures with clay, plaster of paris or other modeling mixture.

P. Plan field trip. Take plaster of paris along and mix on the spot. Pour into molds. When the model is ready, display it around the room.

Q. Make birdhouses from milk cartons or plastic bottles.

R. Make animal puppets from paper sacks, sox, or construction paper.

S. Make animals, using potatoes, pipe cleaners, toothpicks, colored paper, buttons, etc.

T. Make wire-sculptured animals from soft wire that is easily bent.

U. Use colored chalk to make pictures of the colorful desert sunset with cactus and trees silhouetted.

V. Make individual planters from milk cartons for planting small cacti.

W. Collect leaves and make booklets or use to rub over with crayon for designs.

X. Collect seeds of desert plants and make picture collages or mosaic designs.

VI. SUGGESTED EVALUATIVE QUESTIONS

A. How do plants save water?

B. Name five or more plants that live only on the desert.

C. Describe how a cactus feels to touch.

D. List any cacti that may be useful to man.

E. How do the plants get their water?

F. Where do animals live?

G. What do animals eat?

H. Name five animals that live on the desert.

I. Which animals live underground?

J. Where do the animals get water?

VII. SUGGESTED FIELD TRIPS

		PHONE
A.	Desert Botanical Garden, Papago Park, Phoenix	947-2800
B.	Desert Biology Station, U of A, Tucson	884-2132
C.	Arizona Sonora Desert Museum, Tucson	792-1530
D.	Yuma Botanical Garden, Fairgrounds on Hwy. 80, Yuma	None
E.	Phoenix Zoo, 5810 East Van Buren, Phoenix	273-7771
F.	State Game & Fish Department 3005 South Pacific Avenue, Yuma	782-1826
G.	State Game & Fish Department 415 West Congress, Tucson	882-5376

VIII. REFERENCE MATERIALS

A. Books for Young Readers.

1. *Arizona.* Betty Baker, Coward-McCann, 1969.

2. *Arizona.* Allan Carpenter, Children's Press, 1966.

3. *Arizona for Young People.* Ann Clark and Glenna Crow, University Publishing Company, 1968.

4. *Arizona Adventure: A History for Boys and Girls.* Madeline Pare, Arizona History Foundation, 1967.

5. *Childcraft Annual for 1971, About Animals.* Field Enterprises Education Corp.

6. *The 1972 Childcraft Annual, The Green Kingdom.* Field Enterprises Education Corp.

7. *Arizona for Boys and Girls.* Dorothy Robinson.

8. *Arizona for Young People.* Ann Clark.

9. *Arizona Sheep Dog.* Walt Disney.

10. *Arizona the Beautiful.* Dorothy Robinson.

B. Teacher Reference Books

1. *What Kinda Cactus Iz Zat.* Reg Manning, J. J. Augustin, New York Pub.

2. *The Cacti of Arizona.* Lyman Benson, University of Arizona Press, Tucson, Arizona.

3. *Arizona Guide for Elementary Schools.* W. P. Shofstall, Superintendent, State Department of Public Instruction (Free copy available – write State Department).

C. Teacher Reference Magazines

1. *Desert Magazine.* Desert Press, Inc.; Palm Desert, California.

2. *Arizona Highways.* 2039 West Lewis Avenue, Phoenix, Arizona.

3. *Arizona.* Robert DeRoss, National Geographic Magazine Vol. 123; Pgs. 299-342; March, 19.

D. Music

1. *Arizona.* State Song, Margaret Rowe Elifford and music by Maurice Blumental.

2. *Grand Canyon Suite.* The Hollywood Bowl Symphony Orchestra, Felix Slatkin.

E. Film Strip and Cassette

1. *Why the Rattlesnake Sheds Its Skin.* Vol. I, Miller-Brady Productions Inc. 342 Madison Avenue, New York, New York 10017. Price: Records – $11.90; Cassettes – $15.90.

2. *Coyote's Ride on a Star.* Vol. 2, Miller Brady Productions, Inc., 342 Madison Avenue, New York, New York 10017 Price: Records – $11.90; Cassettes – $15.90.

3. *The Desert.* Hester Association, 11422 Harry Hines Blvd., Dallas, Texas 75229. Price: $20.00.

F. Arizona Films to be Ordered From Your Title I Migrant Film Center.

1. *The Flowering Desert.* (13 min.) 1968, suitable for intermediate through junior high.

2. *Voice of the Desert.* (22 min.) 1969, suitable for primary through junior high.

3. *We Explore the Desert.* (11 min.) 1967, suitable for primary.

4. *Shaggy the Coyote.* (11 min.) 1969, suitable for primary.

5. *Grand Canyon.* (26 min.) 1966, suitable for primary through intermediate.

HERITAGE: AN AWARENESS OF PEOPLES

BLACK – MEXICAN – INDIAN – ANGLO

Unit for Primary Grades

Ellen Woods – Avondale
Betty Jean Easley – Glendale
Alice Wells – Coolidge
Ann Duffy – Eloy

FOURTH ANNUAL MIGRANT INSTITUTE – 1973

HERITAGE: AN AWARENESS OF PEOPLES

BLACK – MEXICAN – INDIAN – ANGLO

I. GOALS

People are more alike than different. Today we associate culture groups as they were rather than how they are. We differ only in our individuality. We must be very proud of our heritage yet respectful and appreciative of others.

II. OBJECTIVES

A. The child will be able to discuss one famous person from each culture group.

B. Given each culture group, the child will be able to name at least one food from each culture group.

C. The child will be able to identify the music with each culture group.

D. The child will be able to recognize costumes, holiday traditions, and home environment of each culture group.

E. The child will be able to recognize the similarities of all groups today in dress, customs, and foods.

III. MOTIVATION

A. Song – "What Color is God's Skin?" by Up With People. (Above record found in local stores) Discuss song and display study prints of the four cultural groups. Encourage children to bring objects which typify these cultural areas.

B. Examples of objects which could be included:

1. Indian: Indian jewelry; pottery; basket; metate; squaw dresses; rugs; Kachina dolls; moccasins.

2. Mexican: serape; maracas; mantilla; shawl; sandals; sombrero; embroidered blouses; pinata; guitar.

3. Black: dashiki; drums; masks; barter beads; jewelry; spears.

4. Anglo: pioneer dress; sunbonnets; covered wagon; banjo; buckskin; saddle; spurs; powder horn; butter churn; spinning wheel.

IV. MUSIC

A. Procedure: Explain that all cultures have string, wind, and percussion instruments, but they take on different forms. Music serves such functions as entertainment, worship, to tell a story, and provide a rhythm for working.

B. Musical instruments of the culture groups:

1. Black

   a. harp (made of wood with a hide covering and strings of vines

   b. flute (made of bamboo)

   c. drum

2. Mexican

   a. guitar

   b. marimba

   c. castanets

   d. guido (scraper)

   e. maracas

3. Indian

   a. drum

   b. guitar

4. Anglo

   a. fiddle

   b. banjo

   c. tambourine

   d. harmonica

C. Introduce music of each culture group:

1. Black: In some areas of Africa, a very important purpose of music is praying. Through music the people may pray for rain, good health, or a good crop. Another use of music in Africa is to provide a rhythm for working. This helps to make their work easier and faster.

   a. Kye Kye Kole – a rhythmic singing game (See attached sheet).

   b. Everybody Loves Saturday Night – a popular folk song which originated in West Africa.

   c. Jungle Rhythms – "Afro-American Drums," a record by Folkways Records and Services Corp.

d. "Royal Drums of the Tutsi of Rwanda" – a distinguished drum choir. Encourage children to loosen up and use their imagination to the various rhythms. (This record can be purchased at any large record store)

2. Mexican: A popular type of folk music in Mexico is the "corrido" or ballad. These songs tell of the adventures of heroes and bandits, of revolution, and of love tragedies.

a. "La Raspa" – folk dance

b. "Como se Llama?" – Song found in *Ginn* (Second grade music book).

c. "La Cucaracha" (See attached page)

d. "De Colores" (See attached page)

3. Anglo: For the pioneers, folk music was enjoyed to bring families and neighbors together to dance and have fun. The music is sometimes called hoedown, square dancing or barn dancing music.

a. "Virginia Reel" – folk dance

b. "Oh, Susannah" – song

c. "The Spoken Arts Treasury of American Ballads and Folk Songs: Burl Ives" – Spoken Arts record found in the library.

4. Indian

a. "Indian Music" by Troll Associates – Cassette found in the library.

b. "Singing Wire: The American Indian Music Today" – Audio tape reel by Pacifica Tape.

c. Rhythm activities to the above music.

D. Suggestions for making musical instruments:

1. Kazoo: Use cardboard tubes from wrapping paper, etc. Place a piece of wax paper over the end of the tube and put a rubber band around it to hold the paper tightly. Glue aluminum foil to the cardboard to make it look like a flute. Beginning two inches from the other end of the tube, punch eight small holes about one inch apart in a straight line. Play the Kazoo by placing lips on the open end and humming.

2. Castanets: To make each castanet, use two walnut halves, or two sea shells of the same size. Drill a small hole about one-half inch from the edge of the walnut half or sea shell. Tie the two halves together with string loose enough so the player can use the string to hold the castanets to his fingers.

3. Guido or Scraper: This Mexican percussion instrument is made by filing notches across a twelve-inch length of bamboo or a broomstick. Scrape across the notches with a stick.

4. Tambourine: Punch about eight holes in the rim of a tin pie pan and cut eight three-inch pieces of thin wire. After removing cork from sixteen bottle caps, punch a hole through each and thread two caps on each wire. Attach the pairs of caps through the holes in the pan and knot the wires on each end. Paint.

5. Cigar Box Strummer: Remove the cover from a cigar box. Cut small notches about one-half inch from both edges of the narrow sides. Next cut two more pairs of notches, each an equal distance between the two end notches. String on four rubber bands of different sizes arranging them from the thinnest, shortest band to the widest, longest band. To play, pluck with fingers or the quill of a feather.

V. FAMOUS PEOPLE

A. Procedure: Explain that famous people are those who are well-known and admired for their talents and accomplishments. Point out that famous Americans are of many different ethnic backgrounds: Black, Mexican, Indian, Anglo. Have the children look for pictures of famous people in magazines and newspapers. Discuss their accomplishments and display their pictures with short captions. When selecting famous people, be sure to include representatives from each culture group.

B. Examples

1. Indian
   a. Cher Bono
   b. Peter McDonald
   c. Jim Thorpe
2. Black
   a. Bill Cosby
   b. Thomas Bradley – Mayor of Los Angeles
   c. Jackson Five
   d. Willie Mays
3. Mexican
   a. Ceasar Chavez

b. Vickie Carr

c. Cantinflas

4. Anglo

a. Joe Namath

b. David Cassidy

c. John F. Kennedy

C. Activities

1. List names the children give on a chart.

2. Make scrapbooks.

3. Match pictures with names according to the culture group.

VI. FOODS

A. Procedure: Briefly discuss why man needs food and how he gets his food. Make a list of these foods typical to each culture group.

1. Indian

a. Meat – buffalo, venison

b. Vegetables – corn, beans

c. Roots

d. Leaves and stalks

e. Berries and fruits

f. Nuts

g. Chewing gum made from rubber plants

h. Fish

i. Fried bread

2. Black

a. Cassava – fruit

b. Fresh root crops – yams, sweet potatoes

c. Banana porridge – Matoki

d. Meat – goat, sheep

e. Maize and millet

f. Peanuts

g. Corn meal mush

3. Mexican

a. Tortillas

b. Beans

c. Rice

d. Goat

e. Tamales

f. Avocado

4. Anglo

a. Wild game – buffalo, venison, turkey, wild boar

b. Soups and stews

c. Churned butter

d. Breads – biscuits, cornbread, sourdough bread

B. Cooking activities for the classroom. Plan an international meal with table decorations. Choose one food from each group to prepare for a culminating activity. The children could dress in native costumes which they have made.

1. Indian – Fry bread

2. Black – Fresh fruit or make Matoki, steamed bananas

3. Mexican – Flour tortillas, cheese crisps

4. Anglo – Pioneer stew, make butter, applesauce

VII. ART ACTIVITIES

A. To enable the children to identify art forms or designs associated with the four culture groups.

1. Indian

a. Make totem poles from empty thread spools and tempera paint.

b. Clay pinch pots from red clay.

2. Black

a. Make barter beads by stringing colored corn kernels and colored macaroni with thread.

b. Make masks from large grocery bags, tempera paint and yarn.

3. Mexican

a. Make a pinata by covering a large balloon with paper mache strips (mixture of wheat paste and water).

b. Decorate dried gourds with tempera paint to make maracas.

4. Anglo

a. Make covered wagons out of oatmeal boxes, cardboard, brads, and towels.

b. Construct a fort from Lincoln Logs.

B. Miscellaneous Projects

1. Make murals

2. Scrapbooks

3. Weave placemats

4. Tie Dye – shirts, wall hangings, scarves

5. Sand Painting – Draw a picture, cover with glue, and sprinkle with colored sand.

References: Books

Black

Africa. Helen R. Sattley.

African Sculpture. Ladislas Segy.

Afro-American History. Meyer Weinberg.

Black Americans. Mortimer J. Alder.

Black Child, White Child. Judith D. Porter.

Black Like Me. John H. Griffen.

Black On Black. Arnold Adoff.

Family Negro Entertainers. Charles M. Rollins.

Negroes. Benjamin A. Botkin.

Negroes. Robert Cales.

Safari Series. Gladys Sims Stump.

Sam. Ann Herbert Scott.

Unsung Black Americans. Edith Still.

Mexican

American Me. Beatrice W. Griffith.

A Mexican American Source Book. Feliciano Rivera.

Cat In The Hat, The Beginner Book Dictionary. Dr. Suess.

Mexican Americans, Past, Present and Future. Julian Nava.

Mexican American People. Leo Grebler.

Mexico. Ernest Henry Gruening.

Papacito And His Family. Betsy Warren.

Santiago. Pura Belpre.

South By Southwest. John Tebbel.

Twenty Centuries of Mexican Art. New York Museum of Modern Art.

Viva Mexico!. Charles Macomb Flandraw.

Indian

Indian Crafts. Clara Lee Tanner.

Indians Of North America. Bakti, Benedict, Etting, Gorham, La Farge, McNeer, Solomon.

Kiva-Na The Eagle and Other Indian Tales.

Anglo

Cowboy On The Mountain. Mary Jane Simonson.

Heroes In Fact and Fable. Ginn and Company.

American Heritage. American Heritage Publishing Company.

The Cowboy Encyclopedia. Bruce Grant.

Cowboys and Indians. Kathryn Jackson.

Pioneer Pilgrim. Irene Estep.

Pioneer Spirit. American Heritage Publishing Company.

Pioneer Twins. Lucy Fitch.

Filmstrips – Records – Cassettes

Black

Africa, Land of Legend. Film.

African Rhythms. Film.

Black America – African Heritage. Record.

Black and White Cultural Awareness. Record.

Discover The Music of Africa. Record.

Family of the City: Adventures in Nairobi. Filmstrip.

Great Negro Americans. Record.

Pearl Primus Africa. Record.

Story of the Negro American. Cassette.

Mexican

Boy Who Could Do Anything. Filmstrip.

Children's Songs of Mexico. Record.

Discovering The Music of Latin America. Filmstrip.

Mexican American Culture, Its Heritage. Filmstrip.

Mexican Ceramics. Filmstrip.

Making a Pinata. Filmstrip.

Maria of the Pueblos. Filmstrip.

Mexico, Giant of Latin America. Filmstrip.

The People of Mexico. Cassette.

Spanish Influence In The U.S.. Filmstrip.

Story of Spanish Americans. Cassette.

Indian

American Indian – Dr. Ethel Alpenfels. Record.

Fisher Who Let Out Summer. Filmstrip.

Hands Of Maria. Filmstrip.

Indian Life. Filmstrip.

Indian Artist of the Southwest. Filmstrip.

Music of American Indians. Record.

Navajos, Children of the Gods. Filmstrip.

Anglo

Culture: U.S.A.. Transparency.

Discover American Folk Music. Filmstrip.

World of Folk Dances (America). Record.

Contributions of Many Ethnic Groups to Our Culture. Transparency.

Folk Songs of The U.S.A.. Filmstrip.

Who Are The People of America?. Filmstrip.

American Heritage and You. Filmstrip.

Roots of the American – Westward to the Mississippi. Transparency.

Vista Kit – Black, Mexican, Indian, Anglo. by Joseph Speilberg, Barbara Kirk, Rodolpho Garcia – Michigan Migrant Program.

De Colores

Many Colors

De colores, de colores se visten
(deh koh-loh-rehs, deh koh-loh-rehs seh vees-tehn)

los campos de la primavera.
(lohs kahm-pohs deh lah pree-mah-veh-rah)

In many hues, in many hues the fields of Spring are brightly dressed.

De colores, de colores son los
(deh koh-loh-rehs, deh koh-loh-rehs sohn lohs)

pajaritos que vienen de afuera.
(pah-hah-ree-tohs keh veeyeh-nehn dehah-fweh-rah)

Of many hues, of many hues are the birds that come from afar.

De colores, de colores es el
(deh koh-loh-rehs, deh koh-loh-rehs ehs ehl)

arco iris que vemos lucir.
(ahr-koh ee-rees keh veh-mohs loo-seer)

Many hues, many hues the rainbow so proudly displays.

Y por eso los grandes amores
(ee poh-reh-soh lohs grahn-deh-sah-moh-rehs)

de muchos colores me gustan a mí
(deh moo-chohs koh-loh-rehs meh goos-tah-nah mee)

And that is why the wondrous harmony of many colors to me is so dear.

Canta el gallo, canta el gallo con
(kahn-tahehl gah-yoh, kahn-tahehl gah-yoh kohn)

su quiri quiri quiri quiri quiri.
(soo kee-ree kee-ree kee-ree kee-ree kee-ree)

The rooster crows, the rooster crows, cock-a-doodle-do, cock-a-doodle-do.

La gallina, la gallina con su
(lah gah-yee-nah, lah gah-yee-nah kohn soo)

cara cara cara cara cara.
(kah-rah kah-rah kah-rah kah-rah kah-rah)

The hen, the hen goes cluck, cluck, cluck.

Los polluelos, los polluelos con
(lohs poh-yooeh-lohs, lohs poh-yooeh-lohs kohn)

su pío pío pío pío pi.
(soo pee-oh pee-oh pee-oh pee-oh pee)

The little chicks, the little chicks go peep, peep, peep.

Y por eso los grandes amores
(ee poh-reh-soh lohs grahn-deh-sah-moh-rehs)

de muchos colores me
(deh moo-chohs koh-loh-rehs meh)

gustan a mí.
(goos-tah-nah-mee)

And that is why the wondrous harmony of many colors to me is so dear.

PRIMARY ECONOMICS

A Unit for Primary Grades

Committee

Mollie Belcher – Avondale
Bob Flores – Dysart
Pam Kunz – Stanfield
Lynnette Worley – Maricopa
Maye Phillips – Littleton

FIFTH ANNUAL MIGRANT INSTITUTE – 1974

PRIMARY ECONOMICS

I. GOALS

Citizens of our nation need to understand the value of money and how it can be made to work for them. This unit is designed to foster an understanding of the profit motive.

II. OBJECTIVES

A. Children will be able to explain the process of investment and reinvestment of profits from the sale of candy created in the classroom.

B. Children will be able to count money and make change.

C. Children will be able to identify such measuring tools as: 1/4, 1/3, 1/2, 2/3, 3/4, and 1 cup; 1/4, 1/2, and 1 teaspoon; 1 tablespoon; pints; quarts; and gallons.

D. Children will be able to read and follow directions for simple recipes.

E. Children will be able to recognize such ingredients as: sugar, chocolate, vanilla, peanut butter, corn syrup, salt, oatmeal, coconut, and milk.

F. Children will use simple resource materials to find information about the origin of ingredients used in the candy recipes.

G. Children will develop some awareness of simple marketing procedures.

H. Children will develop some awareness of the importance of budgeting money carefully and intelligently.

III. MOTIVATION

A. The teacher will bring candy and distribute it to the children.

B. The teacher will initiate a discussion on the making and marketing of candy.

IV. COMMITTEE AND GROUP WORK ACTIVITIES

1. Work in groups to make batches of candy.

2. Set up an assembly line process to wrap and pack candy.

3. Compute the amount of money needed for the initial investment to begin the candy project.

4. Compute the amount of profit from each sale and decide the amount to reinvest.

5. Work in an interest center counting toy money and making change in role-playing situations.

6. Work on practice sheets dealing with money counting and change making.

7. Work in an interest center with measuring utensils and sand to measure and compare.

8. Work on practice sheets to compare measures.

9. Collect simple candy recipes and compile a class cookbook.

10. Follow recipes to make candy.

11. Take samples of ingredients from the recipes used and place each by its name on a sheet of paper.

12. Research the production of ingredients such as sugar, chocolate, vanilla, peanut butter, corn syrup, salt, oatmeal, coconut, and milk.

13. Research people connected with the production of ingredients such as George Washington Carver and Milton Snavely Hershey.

14. Take field trips to a candy factory, dairy, and grocery store.

15. Plan the grocery lists and compute the amount of money needed for each trip. Include comparative shopping.

16. Watch filmstrips and/or films.

17. Listen to tapes or records with or without books or study sheets.

18. Report findings of independent research projects.

19. Relate fraction discs to measurement tools – 1/4, 1/3, 1/2, etc.

20. Develop vocabulary for reading recipes.

21. Discuss the many things people sell to make a living.

22. Use a list of nouns, proper and common, under headings of "Salesmen I Know," "Places Where My Family Shops," and "Groceries for Sale." Children will use the words for creative writing.

23. Dramatize selling and buying through a pretend store.

24. Read the fairy tales, "The Fisherman and His Wife" and "The Three Wishes." Children will draw pictures and discuss the point of each story. Develop the idea that people have to pay money for the things they get.

25. Let children cut out magazine or newspaper ads for goods. Discuss how advertisers influence people to buy things.

26. Recall commercials heard on radio or television. Children may sing some of the commercials.

27. Introduce the idea of borrowing and interest. Point out that the borrower must demonstrate that he is responsible and able to repay the loan. Ask a representative from a local bank to speak to the class about making loans and where the banks get money to loan.

28. Children may go to the bank instead of the representative coming to the school.

29. Role play using the following situations: You buy a toy and discover it is broken; You purchase a candy bar and discover the confection is spoiled; You order a toy from a cereal box offer and never receive your purchase; You return unsatisfactory merchandise. What can you do? Whom should you tell? Can you get your money back? Are there laws which protect the buyer?

30. Play the game "I Wish I Could Have . . ." Let each child state, "I wish I could have . . ." and name a toy or item he wishes. After each child has made a wish, talk about whether or not everyone can have everything he wishes. Move on to talk about whether parents or guardians can have all their wishes.

31. Play the game "Money Tic-Tac-Toe." Duplicate the playing surface of figure A and glue to a piece of construction paper as in figure B. Cut cover squares as in figure C, enough for each player to have 16 squares. Prepare one set of 17 game cards for each two players, as in figure D. Each card set should contain five cards showing coin amounts to $1.00; four cards, coins amounting to 50¢; four cards, 24¢; three cards, 10¢; and one card, 5¢. (Draw and duplicate circles representing coin denominations. These may then be cut and glued to the playing cards, figure D.)

Game Directions: Two players place game board between them, with the 17 cards in a stack, face down nearby. Cut deck. Player with highest amount plays first. A player draws a card and uses the cover squares to hide the corresponding figure amount on the game board. The opposing player takes his turn. If a player draws the fifth dollar card, he misses one turn. When all 17 cards are drawn players total the amount shown in any line of four covered figures as in tic-tac-toe. Player with the highest total wins.

RECIPES

Chocolate Coconut Drops

Heat oven to 350 degrees. In bottom part of double boiler, heat about 1 inch of water to boiling. Place in top part of double boiler 2 squares unsweetened chocolate. Set over the boiling water to melt chocolate. Remove from heat. Stir in 1 can (15 ounces) sweetened condensed milk, 2 cups flaked coconut, ½ cup chopped nuts. Drop by rounded teaspoons onto ungreased baking sheet. Place in oven; turn off heat at once. Leave in oven 15 to 20 minutes or until candy has a glazed appearance. Remove from baking sheet while warm. Makes about 48 drops.

Peanut Butter Creams

In a bowl, beat 1 egg with rotary egg beater. Add 1/3 cup peanut butter, 1 tablespoon soft butter, ½ teaspoon vanilla, 1/8 teaspoon salt, 1 cup sifted confectioner's sugar, and beat until smooth. Stir in 1 cup more sifted confectioner's sugar. Shape mixture into tiny balls. Roll each ball in 3/4 cup finely chopped salted peanuts. Place on waxed paper and refrigerate until firm.

No-Bake TV Snacks

2 cups granulated sugar
¼ cup butter
¼ cup cocoa
½ cup milk
3 cups uncooked oatmeal
1 teaspoon vanilla
2 tablespoons peanut butter
3/4 cup coconut
¼ cup chopped nuts

Cook the first four ingredients together in a saucepan and bring to a rolling boil. Boil ½ minute. Remove from heat and add the next four ingredients. Pour this mixture over 3 cups oatmeal. Stir well and drop by teaspoon on waxed paper. Makes about 2 dozen 2-inch pieces.

Mock Fudge

1 cup powdered milk
1 cup shredded coconut
1 cup Carob powder*
½ cup water (enough to make it all stick together)
½ cup chopped nuts

Mix together the powdered milk, coconut, and Carob powder in a mixing bowl. Add the water, a little at a time, and mix together until it is of a consistency that can be worked by young fingers. Some of it can be rolled into balls with the palms of the hands. Some balls can be rolled in coconut. The balls then can be served on a tray.

*Carob is a chocolate bean. As it is powdered, it has a sweet flavor, so the candy does not have to be sweetened. Carob powder can be bought in a health food store or delicatessen.

Marshmallow Fudge

Butter a square pan. Stir in sauce pan, 1 can (6 ounces) evaporated milk, 1 and 2/3 cups sugar, and ½ teaspoon salt. Cook over low heat until mixture boils. Boil 3 minutes, stirring constantly. Remove from heat. Add and stir until melted, 2 cups miniature marshmallows, 1½ packages (6 ounces each) semisweet chocolate pieces (1½ cups). Stir in 1 teaspoon vanilla and ½ cup chopped nuts. Pour into prepared pan. Refrigerate until firm. Cut into squares. Makes about 36 squares.

Chocolate Fudge

Mix in sauce pan 1 cup sugar and 1/3 cup cocoa. Stir in ¼ cup butter, ¼ cup milk, and 1 tablespoon light corn syrup. Bring to boiling. Boil 1 minute, stirring constantly. Remove from heat. Add immediately 1 teaspoon vanilla and ½ cup chopped nuts. Adding 1 cup at a time, stir in 2½ to 3 cups sifted confectioner's sugar. Turn into an ungreased square pan, and pat out with fingers. Cool. Cut into squares. Makes about 36 squares.

Wheaties Ting-a-Lings

In bottom part of double boiler, heat about 1 inch of water to boiling. Place in top part of double boiler 2 packages (6 ounces each) semisweet chocolate pieces. Set over the boiling water until melted. Remove top part of double boiler from heat. Let chocolate cool. Gently stir in 4 cups Wheaties. Drop by tablespoons onto waxed paper. Chill in refrigerator until chocolate is set, about 2 hours. Makes about 42 pieces.

Oatmeal Fudge

2 cups sugar
½ cup milk
½ cup butter
¼ cup cocoa
1 teaspoon vanilla
½ cup peanut butter
2 cups oatmeal

Mix sugar, milk, butter, and cocoa in heavy large saucepan; boil for 3 minutes. Remove from heat; add vanilla, peanut butter, and oatmeal. Mix thoroughly. Drop by tablespoonfuls on waxed paper. Cool. Makes 2 dozen.

Peanut Butter Candy

2 cups sugar
½ cup milk
4 tablespoons peanut butter
1 tablespoon butter

Cook sugar, milk, peanut butter and butter to soft-ball stage. Beat; pour onto buttered platter. Cool; cut into squares. Makes 24 pieces.

Materials

Actual Equipment

Cake pans or cookie sheets

Mixing spoons

Mixing bowls

Automatic Buffet Skillets or hot plates

Pans

Measuring cups and spoons

Tapes or Cassettes

Consumer Sense. 10 cassettes with worksheets

All About Money.

The Three Wishes. (With Filmstrip)

Films

Let's Measure Pints, Quarts, and Gallons

Making Change for a Dollar

Arithmetic in the Food Store

We Discover Fractions

Cities and Commerce (Where we get our goods and services)

A Visit to a Dairy Farm

Money and its Uses

Beginning Responsibility–Using Money Wisely

Economics: Money

A Day in the Life of a Dollar Bill

Games

Dollars and Cents

Toy Money, Bills and Coins

Fraction Discs

Cuisenaire Kit

Transparencies

Measurements: Liquid

Dry Measure

Liquid Measurements

Filmstrips

Why We Have Laws: Shiver, Gobble and Snore

Why We Use Money: The Fisherman Who Needed a Knife

Why People Have Special Jobs: The Man Who Made Spinning Tops

Smart Spending (With Record)

Selling: A Good Way to Earn a Living (With Record)

The Story of Milk

Visit to a Shopping Center

The Milk We Drink

Your Senses of Smell and Taste

Life on a Dairy Farm (With Record)

Learning to Use Money Wisely (With Record)

Money Experiences

The Storekeepers

The Food Store

Teacher Resources

1. For materials on health quackery and sample teaching units, write to the American Medical Association, 535 Dearborn Street, Chicago, Illinois 60610.

2. Consumers Union, ESD, Orangeburg, New York, 10962. Six books, one on each educational level from early childhood through adult, giving case studies of consumer education programs developed in schools and communities. $3.00 per book.

3. Magazine. *Teaching Tools for Consumer Education.* Consumer's Union, ESD, Orangeburg, New York 10962. Ask about special classroom rates.

4. *Suggested Guidelines for Consumer Education.* Kindergarten through twelfth grades. Developed by The President's Committee on Consumer Interests. Available from the Superintendent of Documents, Washington, D.C. for 65¢.

5. *Consumer Education in an Age of Adaptation.* Consumer Information Services, Dept. 203, Public Relations, Sears Roebuck and Company.

6. *Language Experiences in Reading.* Roach Van Allen and Claryce Van Allen, Encyclopedia Britannica Press.

   Americans We Remember, George Washington Carver; Unit 3, Lesson 2.

   Some People Buy and Sell, Unit 4, Lesson 2.

7. *Open Highways.* Sixth Reader. Scott Foresman. The Story of Chocolate, pages 48-51.

Children's Books

Spending Money. Frederic Rossomondo.

What Can I Buy?. Mickey Klar Marks.

How Much and How Many: The Story of Weights and Measures. Jeanne Bendick.

Man the Measurer: Our Units of Measure and How They Grew. Roy A. Gallant.

Size, Distance, Weight: A First Book of Measuring. Solvieg Paulson Russell.

And Everything Nice: The Story of Sugar, Spice and Flavoring. Elizabeth K. Cooper.

From Barter to Gold: The Story of Money. Solvieg Paulson Russell.

How People Earn and Use Money. Marie Winn.

Money and Kids: How to Earn It, Save It, and Spend It. Mary Lee.

Treasure: The Story of Money and its Safeguarding. Walter Buehr.

Nails to Nickels: The Story of American Coins. Elizabeth Campbell.

How Money is Made. David Coxe Cooke.

The Money Hat and Other Hungarian Folk Tales. Margaret Jones Hoffman.

Betty Crocker's New Boys and Girls Cook Book. Betty Crocker.

It's Fun to Cook. Adele Louise DeLeer.

The Pooh Cook Book. Virginia Ellison.

Cool Cooking, 16 Recipes Without a Stove. Esther Hautzig.

The Candy Basket. Valenti Angels.

Easy Cooking: Simple Recipes for Beginning Cooks. Ann Beebe.

Now You're Cooking: The How to Cook Book for Girls and Boys. Frederica L. Beiwert.

Junior Cook Book for the Hostess and Host of Tomorrow. Better Homes and Gardens.

Money Isn't Everything: The Story of Economics at Work. Kathlyn Gay.

The Money Machine. Keith Robertson.

The Story Book Cookbook. Carol MacGregor.

Peanuts Lunch Bag Cook Book. Charles Schultz.

Mary Makes a Cake. Emma Lillian Brock.

Clever Cooks. Ellin Greene.

Ginnie and the Cooking Contest. Catherine Wooley.

The Story of Chocolate. David P. Butts and Addison Lee.

The First Book of Spices. Francine Klagsbrum.

Peanuts, Popcorn, Ice Cream, Candy, and Soda Pop. Solvieg Paulson Russell.

The World of Chocolate. Norah Smaridge.

Cookies and Candies. Better Homes and Gardens.

My Learn to Cook Book. Golden Press.

How to Make Elephant Bread. Kathy Mandry.

The Cooking Book. Betty Miles.

Foods From Farm to Market. Winfred Hammond.

Make a Sweet Cookbook. Barbara Zeitz.

Sugar From Farm to Market. Winfred Hammond.

The Story Book of Sugar. Maud and Miska Petersham.

Coins and Currency. Paul Gelinar.

The True Book of Money. Benjamin Elkin.

The Lollypop Factory. Mary Elting.

The Shopping Book. Jan Sukus.

The First Book of Supermarkets. Jeanne Bendick.

George Washington Carver: Negro Scientist. Sam and Beryl Epstein.

George Washington Carver. Arna Bontemps.

Carver's George. Florence Means.

Milton Hershey, Chocolate King. Mary Malone.

Childcraft Encyclopedias, How and Why Library. Field Enterprises.

Compton's Young Children's Precyclopedia.

TRANSPORTATION

UNIT FOR GRADES 2, 3, and 4

Lorane Carter – Tolleson
John Hubeler – Eleven Mile Corner Accommodation School
Orlando Merrill – Wellton
Rojelio Sainz – Tolleson
Sandra Steffens – Tolleson

FIFTH ANNUAL MIGRANT INSTITUTE – 1974

TRANSPORTATION

I. GOAL

To broaden the understanding of transportation.

II. OBJECTIVES

The child will demonstrate his knowledge of transportation and how it affects his life by:

A. Identifying five methods of personal transportation

B. Identifying three different types of truck transportation

C. Identifying four different uses of air transportation

III. MOTIVATION

A. Set up a vehicle display (pick-up truck, firetruck, police car, etc.).

B. List and discuss the simple terms pertaining to a particular means of transportation (car-brake, windshield, bumper, etc.).

C. List and discuss the types of energy needed to propel each form of transportation.

D. Visit a wrecking yard to observe the results of unsafe driving practices.

E. Show one of the suggested films listed at end of this unit.

IV. SUGGESTED COMMITTEE AND GROUP WORK

A. Personal Transportation

1. Draw a picture and write a story of any means of personal transportation.

2. Assemble models of cars, motorcycles, etc., for exhibit.

3. Establish a list of safety rules for riding a bicycle.

4. Compare an antique car with a modern car.

5. Each group will discuss and illustrate the historical progression of one mode of personal transportation.

B. Truck Transportation

1. Discuss different kinds of trucks and their purposes.

2. Make a workable truck out of boxes.

3. Experiment in moving object (a desk, a chair, several blocks, etc.) from one area by physical power to develop the concept that vehicles make our work easier.

4. Draw a mural of the different types of trucks used in transportation.

5. Write a story about a type of truck emphasizing its particular use.

C. Air Transportation

1. Develop an understanding of the airplane structure by making and flying paper airplanes.

2. Build model airplanes and airport.

3. Discuss the uses of the airplane (travel, military, freight, etc.).

4. Discuss and illustrate how the airplane affects the student's life.

5. Construct a scrapbook dealing with the various aspects of air transportation.

V. EVALUATION

A. Observe participation in group work.

B. Using the technique of oral language development, the student will describe one mode of personal transportation and how it affects his life.

C. Groups will present a summary of their activities to total class. Teacher will observe with note pad and pencil.

D. The teacher, by means of the individual and/or group conference, will elicit responses to the following types of questions (Answers oral or written):

1. "What would be the safest and quickest way for you to be taken to the hospital in case of emergency?"

2. "What is the best method of transporting yourself coast to coast in the shortest amount of time?"

3. "How do you get to school? How do you and your parents go shopping? How do your parents get to work?"

4. "How are products transported from neighbor to neighbor; community to community; state to state?"

VI. CONCLUDING ACTIVITY

Groups will present a summary of their activities to total class. Opportunity will be made available for a question and answer session.

VII. RESOURCES

A. Suggested Children's Books

1. General Information

   a. *Britanica Junior Encyclopedia*. Encyclopedia Britanica, Inc., 1973.

   b. *Childcraft: The How and Why Library*. Field Enterprises Educational Corporation, 1974.

   c. *The World Book Encyclopedia*. Field Enterprises Educational Corporation, 1974.

   d. *Compton's Precyclopedia*. F.E. Compton Company, 1973.

   e. *Wheels, Wings, and Water*. S.E. Ellacott.

   f. *How Do I Do.*. Mary Ann Hoberman.

   g. *The Wonderful World of Transportation*. Laurie Lee.

   h. *Airplanes and Trucks and Trains*. George Zaffo.

2. Personal Transportation

   a. *Big Book of Horses*. Edward Leigh Chase.

   b. *A Child's Book of Horses*. E. Dreany.

   c. *All About Horses*. Marguerite Henry.

   d. *Motorcycling*. Charles Cooms.

   e. *The Lucky*. James L. Summers.

   f. *Bus Driver*. Paul Witty.

   g. *I Want to be a Bus Driver*. Carla Greene.

   h. *The Complete Book of Fuel and Gas Dragsters*. Lyle Engel.

   i. *Automobiles: Past and Present*. Walter Buehr.

   j. *The Automobile–U.S.A.*. Henry Lest.

   k. *Look at Cars*. Beman Lord.

   l. *Cars in Color*. Michael Sedgwick.

3. Truck Transportation

   a. *Trucks at Work*. Mary Elting.

b. *I Want to Be a Truck Driver.* Carla Greene.

c. *Trucks, Tractors, and Trailers.* Ruthvers Todd.

d. *The Big Book of Real Trucks.* George Zaffo.

e. *The First Book of Trucks.* Campbell Tatham.

4. Air Transportation

a. *I Want to Be a Pilot.* Carla Greene.

b. *Ladybirds: Women in Aviation.* Edward Hawthors.

c. *Great American Fighter Pilots.* Robert Loomis.

d. *What Is It Like to Be a Pilot.* Arthur Shaw.

e. *Bomber Parade.* C. Colby.

f. *The True Book of Airports and Airplanes.* John Leweller.

g. *Let's Find Out About Airplanes.* Martha Shapp.

h. *Let's Go to the Airport.* Laura Sootir.

B. Suggested Audiovisual Material

1. Instructional Resources Lab, A.S.U.

a. *Air Transportation* (Filmstrip) #767.

b. *Railway Transportation* (Filmstrip) #768.

c. *Highway Transportation* (Filmstrip) #770.

d. *Transportation* (Film) C1971.

2. Central Arizona Film Cooperative, A.S.U.

a. *Cities and Transportation–Moving People and Goods*

b. *Travel in America in the 1840's*

c. *Airfreight*

d. *An Airplane Trip by Jet*

e. *Airport Helpers*

f. *Airports Serve the Community*

g. *Transportation by Helicopters*

h. *Transportation is Moving*

i. *The Bus Driver*

j. *Buses That Serve The Community*

k. *Freight Train*

l. *Freight Trains Today*

m. *The Passenger Train*

n. *Transportation By Bus*

o. *Transportation By Freight Train*

p. *Transportation Maintenance*

q. *Truck Transport–On The Long Haul*

r. *Trucking*

s. *Trucks and Truck Transportation*

3. Florence (Migrant) Film Center

a. *Operation Jetlines.* #267 (Film)

b. *Transportation Revolution: Story of America's Growth* #327 (Film)

c. *Beasts of Burden* #413 (Film)

d. *Who Works at the Airport* #136 (Filmstrip)

e. *What You'd See at the Bus and Truck Terminal* #141 (Filmstrip)

f. *Who Works at the Bus and Truck Terminal #142* (Filmstrip)

g. *The Airplane Changes America* #109 (Filmstrip)

h. *Fifty Years of Flight* #204 (Filmstrip)

i. *What You'd See at the Airport* #135 (Filmstrip)

j. *Getting There By Jet* #203 (Filmstrip)

k. *Wheels, Animals, and Men* #287 (Filmstrip)

4. Dysart (Migrant) Film Center

a. *Airplane Trip By Jet* #601 (Film)

b. *Billy's Helicopter Ride* #253 (Film)

c. *Busy Airport* #604 (Film)

d. *Men In Flight* #5448 (Film)

5. Somerton (Migrant) Film Center

a. *The Busy Airport* (Film)

b. *Transportation Around The World* (Film)

C. Suggested Materials Available from WACOP (Westside Area Career Occupations Project)

1. *Come Fly With Me* #W-299
2. *Transportation* #W-108
3. *Transportation* #W144
4. *To An Airport* #K+43
5. *Transportation Workers* #W-106
6. *Aviation* #W-110
7. *Pilot and Co-Pilot* #S-8
8. *Airport Workers* #FS1
9. *Transportation* #FS20
10. *Jerry Works In A Service Station* #BK626

D. Suggested Field Trips

1. Arizona Air National Guard
32nd Street and Watkins Road
275-7571
Sgt. Sherer

2. Cummins Arizona Diesel Inc.
2239 North Black Canyon Highway
252-8021

3. Greyhound Bus Terminal
313 North First Street
258-2731
Mr. Quehuis

4. Luke Air Force Base
   Glendale and Litchfield Roads
   935-7411, Extension 2011
   Sgt. Padjet

5. National Guard Armory
   1815 North 52nd Street
   275-8307
   Major McMeekis

6. Santa Fe Railway Company
   19th Avenue and Fillmore
   259-8571, Extension 10 or 13

7. Sky Harbor Airport
   South 24th Street
   942-4634

SAFETY

A Two-week Unit for First Grade

Committee:

Alma Pacheco, Pendergast
Pearl Moreno, Littleton
Kendra Gable, Arlington
Evelyn Schwier, Mohawk Valley

Seventh Annual Migrant Institute – 1976

SAFETY

A Unit for First Graders

I. GOALS

A. To expose children to safety signs and their meanings.

B. To help children be aware of need for safety measures.

C. To teach safety measures:

1. On the bus.
2. On the playground.
3. In the classroom.

II. OBJECTIVES

A. The child will be able to identify four safety signs and meanings.

B. The child will be able to read: Stop, Go, Walk, Don't Walk.

C. The children will make a list of safety rules for the bus, the classroom, and the playground.

D. The child is able to tell a safety rule for the bus, the classroom, and the playground.

III. MOTIVATION

A. Safety posters will be placed about the classroom.

B. The group will make paper bag puppets of policeman, bus driver, and children. They will dramatize riding the school bus.

C. The group will make traffic lights.

D. A bus driver will visit the classroom.

E. The group will play the game, *Red Light, Green Light.*

IV. LISTENING AND ORAL LANGUAGE ACTIVITIES

A. Dramatization

1. Puppetry
2. Pantomime

B. Film: *Patch, the Pony* and visitor from Sheriff's Department.

C. Touch and Feel Box: the child will discuss and identify shapes of signs.

D. Walt Disney safety filmstrips, cassettes or records.

E. Walt Disney safety study prints.

F. Experience chart.

V. READING ENRICHMENT

A. Vocabulary

1. Safety words

   a. Stop
   b. Go
   c. Walk
   d. Don't Walk

2. Color words

   a. red
   b. yellow
   c. green

B. Listening to stories:

1. *Safety Can Be Fun*, Munro Leaf
2. *Red Light, Green Light*, Golden MacDonald
3. *Policeman Small*, Lois Lenski
4. *True Book About Policeman and Fireman*
5. *Community Friends*, Stanick (Bilingual, Spanish-English)
6. *Kick, Pass and Run*, Leonard Kessler

C. Make Safety Booklet; the child will dictate a safety rule for each area and will illustrate it.

VI. ART ACTIVITIES

A. Make traffic light

B. Make paper-bag puppets

C. Make Stop sign

D. Modeling Clay (Example: Patch, the Pony)

E. Tempera paint – creative safety pictures

F. Make life-sized models of policeman, bus driver, and children.

G. Make murals – divide children into three committees. Each committee is responsible for one area studied (bus, playground, and classroom)

VII. MATH ACTIVITIES

A. Learn to identify the shapes found in various traffic signs

B. Touch and Feel Box

C. Find shapes in pictures and environment

VIII. EVALUATION

See Objectives II and Reading Enrichment V-C.

IX. RESOURCES

A. Films available at Dysart

1. *I'm No Fool As A Pedestrian,* 10
2. *Playground Safety,* 592
3. *Primary Safety in the School Building,* 101
4. *Primary Safety on the School Playground,* 102
5. *Safety After School,* 103
6. *Safety At School,* 693
7. *Where's Tommy?,* 639 (home safety)
8. *Meeting Strangers, Red Light, Green Light,* (not available to other schools, but a good film to purchase)

B. Filmstrips and Cassettes

1. Educational Projections Corporation
3070 Lake Terrace
Glenview, Illinois 60025

a. *Going to School Safely*, R-118, R-118T
b. *Safety Rules in School*, R-119, R-119T
c. *Safety While at Play*, R-197, R-197T

2. Walt Disney Educational Media 1976
Elementary Education
800 Sonora Avenue
Glendale, California 91201

Winnie the Pooh on the Way to School (Set)
Set with records – $90.00
Singly – $18.00
Set with cassettes – $100.00
Singly – $20.00

a. *Pooh Rides the Bus*
b. *Tigger Becomes a Pedestrian*
c. *Rabbit has a Bicycle Ride*
d. *Eeyore Takes a Walk*
e. *Tigger Finds an Almost-Built House*
f. *Pooh Meets a Stranger*

C. Study Prints

1. Educational Projections Corporation
3070 Lake Terrace
Glenview, Illinois 60025

9 prints – $17.80

a. Be Waiting When The Bus Arrives
b. Take Your Seat Promptly
c. Keep The Aisles Clear At All Times
d. Be Safe! Stay Seated Until The Bus Stops
e. Be Quiet To Prevent Accidents
f. Obey The Bus Driver
g. Inside The Bus
h. Be Alert! Cross Only When It's Safe
i. Always Use The Hand Rails

2. Walt Disney Educational Media 1976
Elementary Education
800 Sonora Avenue
Glendale, California 91201

9 prints – $17.00

a. Use Halls Correctly
b. Be Careful On Stairways
c. Don't Show Off In The Auditorium
d. Make Your Classroom A Safe Place
e. To Be Safe – Wait Your Turn
f. Play Games Safely
g. Use Playground Equipment Properly
h. Emergency Drills Are Important
i. Be Careful Around Animals At School

D. *Patch the Pony – Stranger Danger* (filmstrip and speaker)

Maricopa Sheriff's Department
Bureau of Community Relations
262-3170

E. Arizona Automobile Association (AAA)
Civic Affairs Department
748 East McDowell
Phoenix, Arizona 85006

Free materials – safety posters, coloring books, and teacher's guide for materials.